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ABSTRACT

A 2-week institute was held to orient participants to the world of the disadvantaged and to give them ideas on methods of training teachers for disadvantaged adults. The 77 participants--including teacher educators, teachers, community workers, state department of education personnel, and counselors--attended lectures by consultants from the School of Occupational and Adult Education at Oklahoma State University, the State Department of Vocational and Technical Education, and the Area Manpower Institutes for Development of Staff, and participated in small-group discussions. An important feature of the institute was a live-in arrangement whereby participants spent four nights in the home of a disadvantaged family. Most participants evaluated the institute favorably. In addition, a 4-month followup found that most participants subsequently engaged in one or more activities designed to improve education for the disadvantaged. (The report includes lists of participants and consultants, a schedule of daily activities, and some of the evaluation forms developed.) (RT)

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Final Report
Institute 2
Grant No. OEG-0-9-150523-4520

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UPDATING THE PROCESS AND CONTENT OF TEACHER EDUCATION COURSES TO REACH LESS-ADVANTAGED ADULTS IN METROPOLITAN AREAS

Part of
National Inservice Training Multiple Institutes
for Vocational and Related Personnel
in Metropolitan Areas

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September, 1970

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SUMMARY

GRANT NO.: U.S.O.E. 9-0524

TITLE: Updating the Process and Content of Teacher Education Courses to Reach Less-Advantaged Adults in Metropolitan Areas

PROJECT DIRECTOR: William W. Stevenson, Head
Research, Planning and Evaluation Division

INSTITUTION: State Department of Vocational and Technical Education
Stillwater, Oklahoma

TRAINING PERIOD: March 8, 1970 to March 20, 1970

Problem, Purposes, and Objectives

Work with the less-advantaged is both challenging and frustrating. Teachers with white, middle-class backgrounds are impelled both by personal desire and vocational education legislation to attempt to train more effectively less-advantaged persons who need help in coping with a complex multi-cultural society. Determination to help quickly turns to frustration as traditional methods meet the blank wall of rejection. Present teachers, teacher educators, administrators, supervisors and other relevant personnel must be retrained and new personnel must be trained to teach more effectively those who, up to now, have been by-passed by the educational system.

The institute directed its resources to involving participants in: (1) identifying the occupational and related training needs of less-advantaged adults; (2) assessing the extent to which occupational training programs successfully meet the vocational needs of less-advantaged adults; (3) identifying the qualities which will make occupational training programs more responsive to the needs of less-advantaged adults; (4) evaluating the extent to which teacher education courses are preparing teachers to successfully meet the occupational training needs of less-advantaged adults; and (5) developing approaches for modifying the content of teacher education courses in institutions of higher education to more adequately prepare occupational teachers of less-advantaged adults.

The strategy of the institute was to provide the participants with: (1) a live-in experience that would sensitize the participants to the world of the less-advantaged; (2) an understanding of the characteristics of the population to be taught; (3) an understanding of the basic sociological, psychological, educational, anthropological, and literary concepts dealing with the less-advantaged; (4) direct experiences to develop an understanding of the culture of the less-advantaged; (5) an integrating experience that was composed of selected

educational processes such as teaching methodology, program development, curriculum development, and evaluation-all with special emphasis on teaching the less-advantaged; and, (6) concepts and methods for updating of teacher education courses and programs to prepare adequately those who are to serve less-advantaged adults in metropolitan areas.

Procedures and Activities

A program planning committee was established to help select the consultants and to finalize the institute program. The planning committee consisted of: representatives from the School of Occupational and Adult Education at Oklahoma State University, the State Department of Vocational and Technical Education, and the Area Manpower Institutes for Development of Staff (AMIDS).

To accomplish the purposes and objectives of the institute, a variety of activities were used to enrich the understanding and experiences of the participants of the 2-week institute. These included: (1) large group sessions primarily with lectures from outside resource persons; (2) small group interaction organized around task force assignments; (3) live-in; (4) individual and group; (5) buzz-sessions; (6) individual projects, (7) case study evaluation; (8) development of resources by inverse feed procedures (from the group); (9) panels, (from the population to be served and professional consultants); (10) daily progress reports by small group leaders; (11) daily introductory progress overview by institute staff; and (12) daily staff review and evaluation meetings.

There were seventy-seven registered participants at the institute. Of these, seventeen were community workers, seventeen were teacher educators, seventeen were involved in basic education, fifteen were involved in occupational education, four were employed by State Department of Vocational and Technical Education, two were with federal programs (WIN and MDTA), one was with private industry, and one was a counselor. They represented twenty states from Texas to Oregon to Hawaii. The majority were from urban centers although several were from rural areas. Their experience in working ranged from less than one year to over thirty years.

Conclusions and Recommendations

Findings, conclusions and recommendations were derived and presented in each of the five areas of concern and can be found in Chapters II-VI. An overall institute recommendation is that since assisting the less-advantaged requires a recognition of all persons as "worthy human beings" that direct experiences with the less-advantaged be incorporated in pre-service and in-service teacher education programs.

CHAPTER I

INTRODUCTION

In March of 1970 an institute was held in Oklahoma City, Oklahoma, for the purpose of "Updating the Process and Content of Teacher Education Courses to Reach Less-Advantaged Adults in Metropolitan Areas." The institute was labeled a "success" by short term evaluation standards. At least a part of that success can be attributed to the interagency linkages established previous to the institute. The State Department of Vocational and Technical Education joined with Oklahoma State University, the Area Manpower Institutes for Development of Staff (hereafter referred to as AMIDS) and the Oklahoma City Public Schools to seriously study critical resources and make program decisions relative to the training of less-advantaged adults.

This report contains (1) the institute's purposes and procedures for accomplishing these purposes; (2) five participant task force reports (Chapters II through VI) which include a synthesis of the consultants' papers and deal directly with the proposed institute outcomes; and (3) an evaluation of the institute by the community workers and the participants.

Problem

Work with the less-advantaged is both challenging and frustrating. Teachers with white, middle-class backgrounds are impelled both by personal desire and vocational education leglislation to attempt to train more effectively less-advantaged persons who need help in coping with a complex multi-cultural society. Determination to help quickly turns to frustration as traditional methods meet the blank wall of rejection. Present teachers, teacher educators, administrators, supervisors and other relevant personnel must be retrained and new personnel must be trained to teach more effectively those who, up to now, have been by-passed by the educational system.

Purpose

This institute was designed to provide the participants with the types of experiences that would bridge the gap between cultures and develop procedures whereby these experiences might be reflected in teacher education programs. In order to implement the above purpose both for the participants and for audiences of the conference report, the institute directed its resources to: (1) identifying the occupational and related training needs of less-advantaged adults; (2) assessing the extent to which occupational training programs successfully meet the vocational needs of less-advantaged adults; (3) identifying the qualities which will make occupational training programs more responsive to the needs of less-advantaged adults; (4) evaluating the extent to which teacher education courses are preparing teachers to successfully

meet the occupational training needs of less-advantaged adults; and (5) developing approaches for modifying the content of teacher education courses in institutions of higher education to more adequately prepare occupational teachers of less-advantaged adults.

The strategy of the institute was to provide the participants with: (1) a live-in[1] experience that would sensitize the participants of the world of the less-advantaged; (2) an understanding of the characteristics of the population to be taught; (3) an understanding of the basic sociological, psychological, educational, anthropological, and literary concepts dealing with the less-advantaged; (4) direct experiences to develop an understanding of the culture of the less-advantaged; (5) an integrating experience that was composed of selected educational processes such as teaching methodology, program development, curriculum development, and evaluation-all with special emphasis on teaching the less-advantaged; and, (6) concepts and methods for updating of teacher education courses and programs to prepare adequately those who are to serve less-advantaged adults in metropolitan areas.

Procedures

The South-Central (Oklahoma City) AMIDS, under the direction of Mr. Bob Brown, has as its major mission, the upgrading of personnel engaged in training, counseling, rehabilitating, and employing the less-advantaged. Therefore, Bob Brown and his staff had the primary responsibility for providing the experiences during the institute designed to create in depth interaction between the participants and cultures of the less-advantaged. Personnel from North-Central (Detroit) AMIDS and Western (Los Angeles) AMIDS assisted with the Institute. Dr. William Stevenson, Assistant State Director and Head, Division of Research, Planning, and Evaluation of the State Department of Vocational and Technical Education served as co-director of the project and was responsible for liaison with the primary contractor, U. S. O. E., South-Central (Oklahoma City) AMIDS, State Department of Vocational and Technical Education, and all budgetary matters as well as contributions to the final report. Dr. Paul Braden, Acting Director, School of Occupational and Adult Education, College of Education, Oklahoma State University served as co-director and was primarily responsible for the teacher education input into the conference. This input included coordination of the task force reports and their inclusion into this report.

Mr. Ed Apple served as conference coordinator with responsibility for detailed arrangements including facilities, equipment, transportation, participant schedules and other institute matters. Ed also made a direct contribution to the content of the conference report.

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[1]The live-in arrangement provided opportunity for some 50 participants to live four days or more in the private homes of the less-advantaged. (See the section on The Live-In, Page 6, for further details.)

Dr. James Harris served as instructional materials coordinator and worked with the AMIDS and institute staffs in identifying and working through the instructional programs. James made a direct contribution to the final report as a task force coordinator and in assisting Paul Braden with editing this report.

In addition to Bob Brown, other South-Central (Oklahoma City) AMIDS personnel who played a vital role in the success of the conference were: Bobby J. Slade, Deputy Director of AMIDS and Task Force leader; Eugene S. Tuma, Field Service Coordinator and Task Force leader; Ralph Hooper, Educational Specialist and Task Force leader; Wallace Glasscock, Educational Specialist and Institute Consultant on the live-in and evaluation; Louise Cole, Multi-Media Specialist; Clara Scott, Resource Materials Specialist; and, Eugene "Red" Dollar, Audio-Visual Specialist and assistant Task Force leader.

The structure for the conference was flexible and consisted of the following elements:

1. large group sessions primarily with lectures from outside resource persons,
2. small group interaction organized around task force assignments,
3. live-in,
4. individual and group,
5. buzz-sessions,
6. individual projects,
7. case study evaluation,
8. development of resources by inverse feed procedures (from the group),
9. panels, (from the population to be served and professional consultants),
10. daily progress reports by small group leaders,
11. daily introductory progress overview by institute staff, and
12. daily staff review and evaluation meetings.

The consultants acted as resource persons not only in large group lecture sessions but in small group activities. An unusual approach was taken by Dr. Bruce Tuckman (Institute Consultant) who, even in the large group, formed the participants into "a circle within a circle" and proceeded to utilize this structure to "move the group". Various reactions were heard as to the success of the method, but the great amount of discussion indicates that the participants were very much involved. Dr. Tuckman would recommend that this approach might be considered as one alternative to improve the present process of teacher education.

Participants

There were seventy-seven registered participants at the institute. Of these, seventeen were community workers, seventeen were teacher educators, seventeen were involved in basic education, fifteen were involved in occupational education, four were employed by State Department of Vocational and Technical Education, two were with federal programs (WIN and MDTA), one was with private industry, and one was a

counselor. They represented twenty states from Texas to Oregon to Hawaii. The majority were from urban centers although several were from rural areas. Their experience in working ranged from less than one year to over thirty years.

One of the ways of achieving the goals and objectives of the institute was the use of the participants as resource persons. Their interactions and analysis of ideas on the major topics investigated at the institute constituted major inputs to this report and hopefully major outputs in their representative states. They attempted to achieve two goals: to become sensitized to the needs of the less-advantaged adult; and to produce a task force report that critiqued current vocational training and teacher education programs with recommendations on how to improve both.

Community Workers

The design of the institute incorporated a live-in experience during the first four days of the two week activity. The Community Workers played a vital role not only in the success of the live-in experience but as participants and as reactors during the first week of the institute.

Community Workers are employed by the Oklahoma City Public Schools for the purpose of bringing about effective communications between the school system and the patrons. The Oklahoma City Public School System, during the summer Headstart Program of 1968, implemented a pilot program designed to effect at least a part of a solution that was to have far-reaching impact upon and throughout the entire system.

Community Workers tell it like it is as they assist in rendering help as needed. This worker is in a sense, the eyes and ears of a locality; she is a go-between; an assistant for vocational, academic, social-cultural referral; a liaison for non or erratic attendance contact; a follow-up person. The Community Worker is a sincere, steadfast, dependable co-worker functioning within the framework of an educational institution.

For a detailed reaction of the Community Workers to the institute experiences see Chapter VII. The general tone of the reaction was very positive and signifies a new hope for the future.

The Live-In

The live-in arrangement provided opportunity for some fifty participants to live four evenings and nights or more in the private homes of the less-advantaged. The participants attended the daily institute activities and then were in "their live-in homes" from 5:00 P.M. to 9:00 A.M. A maximum effort was put forth by Doc Hall who coordinates the activities of the Community Workers for the Oklahoma City Public Schools and Wally Glasscock who assisted in coordination as a representative from AMIDS. The live-in activity turned out to be a focal

point for the institution. The realistic frame of reference with the live-in experience provided permeated and enriched the entire conference.

The feelings of the group when faced with the live-in was expressed well by one participant (a young lady) who approached the 'live-in' before she went to her family with the thought, "being unable to swim, I felt like I was walking up to a swimming pool and was going to jump in but didn't know which end of the pool was the deep end".

These live-in homes were selected by Community Workers as being representative of the families of the less-advantaged. This live-in experience proved to be mutually beneficial.

Some unique experiences occurred during the live-in. At one home the children ran out and told their friends at the school bus stop, "Hurry, before the bus gets here, come in and see our white woman!" Another lady staying in a black home had dressed for bed in the bathroom, and had to go through the kitchen to get to her bed. A card game was in process as she passed through the kitchen and one of the players, not knowing she was there, jumped up and screamed, "What's wrong?" she asked, "Haven't you ever seen a white woman before!"

CHAPTER II

IDENTIFYING OCCUPATIONAL AND RELATED NEEDS OF THE LESS-ADVANTAGED

Who Are the Less-Advantaged

According to the 1968 Vocational Education Amendments, the term "less-advantaged (disadvantaged) persons" is defined as persons who have academic, socioeconomic, or other handicaps such as cultural isolation that prevent them from succeeding in training programs designed for persons without such handicaps.

Identification of Needs of Less-Advantaged Adults

"Less-advantaged adults" have often been considered "culturally disadvantaged". Some who have so designated them have believed that something is wrong with their life styles or basic attitudes.

It is quite natural for even the most sincere in the dominant society to approach less-advantaged persons in this manner. Apparently, the system is bound within its own cultural orientations and tends to consider other ways of life as less acceptable.

The tendency to think in terms of "one true culture," is one of the major causes of the "less-advantaged" state of minority groups in this country. Persons within these groups are sometimes prevented from developing according to their own basic attitudes, and are forced to compete for tangible rewards in terms of attitudes that are at least somewhat foreign to them. This results in a feeling of shame toward their own value systems and a feeling of exclusion from and incompetency within the dominant society.

The problem of some less-advantaged people is made more complex by their oftentimes different appearance and the prejudice of many in the majority group against those who do not appear to be in the mainstream.

It should be clear by now that less-advantaged people need the opportunity to influence those within the dominant society as well as being influenced by them. This is not only a sharing and respect that is consistent with the purposes of a democratic society, but it may well be more practical than trying to create a homogeneous society. For several hundred years society has attempted to educate its many groups under a common curriculum.

The thrust of the civil rights movement, compensatory education, training the less-advantaged and such programs have clearly provided certain implications for the total education system. Schools have not served a significant segment of our population, that is, they have not served a sizable group of people who find themselves competitively

less-advantaged in attempting to enter the mainstream of our economy. The lesson is really simple - the total education system is not geared to meet the needs of a widely diverse learning population.

Until it is recognized that the problem is in the total education system itself, the worthwhile innovations such as the 28 to 32 different manpower programs which have been initiated will have little effect. These band-aid programs are directing their energy to bringing the less-advantaged up to a certain level whereby they may profit from the present system.

Of course, to be effective, any reform must be done step by step. Not only must it be concerned with education from early childhood through college, it must embrace the whole arena in which the schools operate. The links between students, parents, schools, teachers, colleges and universities, government, industry, and community agencies must be closely tied.

There should be an intimate relationship between the schools and universities. The resources of the colleges have yet to be tapped. There must be direction and leadership from the colleges and universities at each level to help school administrators bring all the necessary agencies into a meaningful partnership. If there is a direct hot line between all agencies, it will have far-reaching effects.

There should be mechanisms or a system developed to determine whether vocational, manpower, or related training programs are successful or unsuccessful. Criteria for successful programs could include the following:

1. A successful training program reaches out to recruit the less-advantaged and will help offset the debilitating effects of deficient home and neighborhood environment.
2. Those types of programs which succeeded are those that were planned with the trainees' needs, wants, and aptitudes in mind and planned with employment as a goal.
3. Programs planned with a coordination between institutes and industry; instructors and supervisory personnel concerned with and focused on the needs of the trainee.
4. A successful training program should provide <u>all</u> services needed for the trainees' success.
5. A "good" training program will provide for recycling of trainees, and upgrading persons presently employed.
6. A responsive training program will be aware and sensitive to local, state, and national labor market trends and projections.
7. Successful programs must take a trainee where he is and carry him to a respectable employment status.
8. A responsive program will be able to predetermine terminal performances.
9. A "good" program must have community involvement and support.
10. Advisory and special subcommittees are recommended for all training programs involving less-advantaged adults.
11. Members who represent the linguistic cultural variables must be part of the training staff.

12. Facilities and equipment must be compatible with that being used in business and industry.
13. Internal qualities which are imperative:
    a. In communications the staff must create an environment where a student feels he has some hope and can develop new attitudes which are congruent with his aspirations, be mature and stable individuals that can be confronted and confront, and must be able to cope with and recognize individual differences, both cultural and individual. They must not be coercive, but patient and respectful, must be extremely sensitive and perceptive to human beings, and they must know their subject matter both practically and in relation to aims. They must have a number of alternatives at their disposal, must be cognizant of local politics and structures, programs and problems, and they must be a rare group of persons who are sensitive to the student, community and politics.
    b. In administration they are to keep themselves open to needs and wants of students, maintain open channels of communication with students, instructors, counselors and other concerned and involved persons.

There needs to be a national effort to change the image of workers. Elements of this change include:

1. The general public should be made aware of the importance of manual work.
2. Vocational-technical training should not be conducted in unattractive "leftover" buildings, but rather should occur in attractive facilities.

Prior to any training experience, provision should be made to meet basic necessities of the trainee, i.e., food, shelter, clothing, money, etc. Information on occupational opportunities, employer requirements and community services could also be disseminated at this time.

The staff of an occupational training program should accept less-advantaged trainees as they are, i.e., they should not evaluate trainees with a 'middle class' yard stick. This acceptance will contribute to a positive self-concept on the part of the trainee. In addition, emphasis should be placed on:

1. helping the trainee gain an understanding and appreciation of himself as a worthwhile individual,
2. encouraging the trainee toward completion of the program,
3. recognizing the achievements of the trainee,
4. developing a one to one relationship between the instructor(s) and the trainee,
5. improving the personal appearance of the trainee, and
6. instruction on how to 'sell' himself to an employer.

During the educational experience, the trainee should be provided with the following support and non-occupational education:

1. Health Services
   a. Medical
   b. Dental
   c. Mental
   d. Sex education
   e. Planned parenthood
   f. Drug and alcohol

2. Financial Services
   a. Budgeting and management
   b. Credit and credit unions
   c. Banking
   d. Welfare support

3. Legal Services
   a. Legal aid
   b. Political education

4. Child Care Services
5. Transportation
6. Telephone

In addition to occupational skill preparation, the program should develop:

1. Attitudes conducive to "Job-Getting," "Job-Keeping," "Job Advancement,"
2. Motivation (all aspects of the program should encourage trainees' initiative and desire to learn.),
3. Ability to make effective decisions and choices for himself,
4. Short-term objectives which contribute to long-term goals, and
5. Human relations skills.

Teachers, counselors and staff members should be prepared to meet the needs of the trainee by:

1. treating trainees,
2. having patience and understanding,
3. helping trainees feel at ease,
4. explaining what is expected,
5. having flexibility in planning and implementing programs,
6. recognizing trainee with special needs,
7. helping trainees experience success and job status upgrading,
8. providing individualized instruction,
9. encouraging social activities,
10. identifying one staff member as a constant factor for the group,
11. understanding trainees' learning hang-ups, and
12. counseling in a manner which involves the trainee.

The training program itself should be designed to meet the needs of the trainees by incorporating the following characteristics:

1. All applicants who apply will be enrolled in a training program.
2. In depth interviews in an informal, non-judgmental atmosphere (preceding formal testing) will serve as the basis for placement at training levels.
3. The training curriculum will include the following:
   a. Use of the free entry-exit design allowing for progress horizontally as well as vertically.
   b. Diverse learning patterns (building on what they know).
   c. Correlation of basic related education, skills acquisition, and development of the whole person.
   d. Experiences in the world of work and society.
   e. Paid planned cooperative work experience.
   f. Training related to the local, state, and national available job market.
   g. Testing and counseling for placement will be related to the needs of the trainees as well as business and industry.
   h. Constant assessment of where they are.
   i. Follow-up programs to up-grade and retrain as needed.
   j. Knowledge and experience which will enable trainees to utilize supportive services.
   k. Knowledge and utilization of all functions of the training program as well as other programs and agencies on various levels will be available to all trainees and staff.
4. Staffing procedures will diagnose and prognose trainees, employing the team approach with representatives from staff and trainees.
5. The training program will utilize advisory committees for training and employing the less-advantaged.
6. Staff will have practical experience. They will possess maximum of empathy, genuineness and warmth, and they will have services available to meet individual needs.
7. Linkage between Personnel and Agencies:
   a. Para-Professional (i.e., community worker)--may act as a bridge between the institution, trainees, and community.
   b. Coordinator-an outreach person who may be professional or para-professional as a bridge between the institution and employers.
8. Supportive services should be readily available at or near the training site.

Recommendations

1. That the term "disadvantaged" be changed to "less-advantaged."
2. Methods courses, subject matter, and skills training courses should be taught simultaneously wherever possible.
3. Prospective teachers of less-advantaged adults should experience the world of work they contemplate serving.
   a. Interaction (live-in) experience similar to that of Institute participants.

b. Student teaching (intern and in-service) among less-advantaged adults.
c. Double practicum program which permits staff to learn from trainees as well as trainees to learn from staff.

4. Institutions of higher learning should use means of utilizing the less-advantaged in the teacher-training program.
5. Training programs should provide a "living for today" atmosphere for trainees.

CHAPTER III

ASSESSING THE EXTENT TO WHICH OCCUPATIONAL TRAINING PROGRAMS SUCCESSFULLY MEET THE VOCATIONAL (EMPLOYABILITY) NEEDS OF LESS-ADVANTAGED ADULTS

Introduction

To evaluate training programs for the less-advantaged, effectiveness and efficiency criteria need to be developed. Below, an instrument is presented which was designed for evaluating occupational training programs for the less-advantaged.

Evaluation Instrument

	YES	NO	N/A
1. Are the people who operate the program <u>caring</u> people?	☐	☐	☐
Are they able to listen?	☐	☐	☐
Are they aware of and do they use supportive services for aid to trainees?	☐	☐	☐
Are they aware of cultural differences and adult needs?	☐	☐	☐
Are they able to accept people as individuals?	☐	☐	☐
Are they honest with their trainees?	☐	☐	☐
Are they enthusiastic?	☐	☐	☐
Are they innovative?	☐	☐	☐
2. Are the personnel competent in their particular areas of responsibility?	☐	☐	☐
Administrators	☐	☐	☐
Teachers	☐	☐	☐
Counselors	☐	☐	☐
Para-professionals	☐	☐	☐
3. Is the program trainee-centered?	☐	☐	☐
Is it open-ended?	☐	☐	☐

	YES	NO	N/A
Are the techniques appropriate?	☐	☐	☐
Is the material related to the needs and wants of the trainee?	☐	☐	☐
Is the instruction individualized?	☐	☐	☐
Does the program include realistic work experiences?	☐	☐	☐
Does the program make an effort to train the whole person?	☐	☐	☐
4. Is in-service training built into the program?	☐	☐	☐
Does the training include practicum-type experiences?	☐	☐	☐
5. Are the instructional materials and equipment relevant to adult needs?	☐	☐	☐
Are the materials adult-oriented?	☐	☐	☐
Is the equipment serviceable and up to date?	☐	☐	☐
6. Does the program have a local advisory committee?	☐	☐	☐
Is it active?	☐	☐	☐
Is it effective?	☐	☐	☐
Does it involve representatives from:			
Business, Industry, Labor	☐	☐	☐
Church	☐	☐	☐
Corrections	☐	☐	☐
Education	☐	☐	☐
Higher Education	☐	☐	☐
CAMPS	☐	☐	☐
7. Does the program make provisions for publicity and public relations?	☐	☐	☐
Is the community aware of the program?	☐	☐	☐
8. Does the program have clearly defined and measurable objectives?	☐	☐	☐

		YES	NO	N/A
	Does the staff know what they're trying to do?	☐	☐	☐
	Do the trainees know where they're going?	☐	☐	☐
9.	Are realistic continuous evaluations made of the program?	☐	☐	☐
10.	Do the facilities meet the needs of the program?	☐	☐	☐
	Is it appropriately located?	☐	☐	☐
	Are the facilities functional for adults?	☐	☐	☐

CHAPTER IV

QUALITIES WHICH WILL MAKE OCCUPATIONAL TRAINING PROGRAMS MORE RESPONSIVE TO THE NEEDS OF LESS-ADVANTAGED ADULTS

INTRODUCTION

Discussed below are some of the elements, characteristics, and qualities which, in many different combinations, have helped make programs designed to serve people who have special needs successful. Programs directed towards the whole person are a major part of the answer.

Recognizing the whole person is a most difficult task; it does not promote initial administrative expediency; it does not make for an eight hour day; and it does not make for an "unwrinkled face". Be that as it may, it is important to detect those qualities of person-centered programs which are necessary for success in training less-advantaged adults, and to design future programs with these qualities being an integral and functional part of the total educational plan.

Environments of Successful Programs

One of the more important criteria for the success of a program for less-advantaged adults is the environment or setting of the training. Characteristics of an environment which is conducive to success include:

1. an atomosphere of mutual respect between teachers and trainees,
2. an atmosphere where success (obtaining and keeping a good job) is emphasized,
3. an atmosphere where knowledge is easily accessable,
4. an unhurried (yet urgent) atmosphere where sufficient time is allowed to achieve goals,
5. an atmosphere that emphasizes the personal and social needs of an individual,
6. a sensitive atmosphere that considers the desires of the trainee, and
7. an atmosphere that incorporates the 'outside' environment of the individual in that he is not an alien in the classroom.

Program Characteristics

The program itself should (1) be open-ended/open-entry in that the experiences offered will start the student where he is and procede to the point that satisfies his present needs with a possibility of further upgrading, (2) be designed on a cluster concept where more than one avenue of approach to employment is opened for the trainee, and he has

vertical and horizontal mobility, (3) include cooperative training (OJT) at appropriate stages in the program, and (4) be designed to meet all educational needs of the trainee including social and physical needs.

In addition to adjusting the individual to the world of work, the program should provide (Note: Through existing community resources whenever possible):

1. health care,
2. financial assistance,
3. alcohol and drug information and assistance in coping with problems arising from excesses in the use of the same,
4. recreational facilities and programs,
5. child (day care)services,
6. legal assistance, and
7. assistance with transportation problems.

Basic Education Characteristics

An important area of education, outside the skill development area, is preparation for the atmosphere of employment. Included here would be:

1. how to get jobs,
2. how to keep jobs, and
3. how to 'get along' with fellow workers.

Also outside the skill development area would be training in home and living management. Included in this type of training would be information on:

1. credit and buying problems and opportunities,
2. housing problems and opportunities,
3. available health care,
4. transportation problems,
5. food and nutrition,
6. available child care,
7. grooming and other personal areas, and
8. communication problems.

Teaching Techniques

Teaching techniques which would contribute to the success of the program include:

1. a one to one technique whenever possible,
2. involvement of the student in the teaching process,
3. emphasis on the use of local resources such as local businessmen, supervisors, etc.,
4. recognition and use of the trainee's skills and the abilities,
5. emphasis or 'real problems', i.e. those found in the world of work,

6. teacher and student demonstrations in the teaching-learning situation,
7. provisions for the testing of theory by the trainee,
8. use of multi-technique approach,
9. use of self-appraisal, and
10. extensive use of liaison with the potential employer(s).

Staff Evaluation as a Part of the Program

A non-threatening student evaluation of the staff has many benefits, both direct and indirect. A staff evaluation by students is therefore highly recommended for incorporation into all training programs. Some of the benefits include:

1. helps the instructor to strive toward making his teaching more relevant (fit the needs and wants of the student),
2. helps the student feel that he is part of (not apart from) the on-going process for improving the educational program,
3. gives the instructor a more concrete objective for trying to improve the program,
4. would help the teacher become more responsive,
5. would help the teacher expose more of himself as a person to the students,
6. would help the instructor do more teacher-student planning,
7. could provide a bond between teacher, student, and administrator,
8. would help the teacher learn from the students,
9. would motivate the teacher to learn more about the background, learning patterns, aspirations, attitudes of the students,
10. would assist the administration in over-all assessment of the total program,
11. would help the administration to know and understand staff,
12. would help the administration to assess and evaluate and know what the students feel is important rather than what the school feels is important,
13. would provide a way of helping teacher trainers or administrative staff to assist a teacher in improving his program, and
14. would stimulate the instructor to study and keep abreast of the post school life of the students to bring the experiences of the classroom more in line with the future life of the students.

Systematic Feedback

Feedback on the success of trainees is essential to the continual updating and improvement of the training. Examples of methods for obtaining such feedback include:

1. a follow-up system on graduates,
2. a comparison of successful -rainees and non-successful trainees based on the follow-up,

3. a program evaluation by trainees at specific time intervals after leaving the program, and
4. an 'open' and 'real' communication system with employers (maybe an advisory committee).

As a specific example of how teachers of the less-advantaged might obtain feedback on their affectiveness as viewed by students, an instructor rating sheet is presented by special permission of the author, (Lindell R. Churchill, Instructor Educator, Nebraska Vocational Technical School), on the following page.

This instructor rating procedure was first used at the Nebraska Vocational Technical School in 1955. Its one purpose is for instructional improvement. The evaluation characteristics have been changed or modified but the basic content has remained the same since its first inception. It is never used to threaten or coerce the instructor but rather to recognize and identify his teaching problems. A copy of the evaluation is given the instructor for reference and comparison. The student rating sheets have been supplemented with video tapes of the instructor's classes for self appraisal. Evaluations in the Nebraska Vocational Technical School are made twice each year by the graduating classes. The school officials can observe marked improvement in our instructors as a result of the student rating.

INSTRUCTOR RATING SHEET

Your instructors will not see your ratings or the results of your ratings.

It is not necessary for you to sign your name and the ratings will in no way affect your future success in a negative way.

Name of Instructor _____ Date _____

Your Department _____ Your Quarter 1 2 3 4 5 6

****

The following listing of instructional qualities are to be used as a basis for the evaluation of instructional staff members. Please circle the number designated, corresponding to the designated quality on this sheet. Each instructor will be rated on each quality with a mark ranging from (1) to (5), as follows:

Mark (1) in the column if you feel the instructor is outstanding.
Mark (2) in the column if you feel the instructor is above average.
Mark (3) in the column if you feel the instructor is average.
Mark (4) in the column if you feel the instructor is below average.
Mark (5) in the column if you feel the instructor definitely needs improvement.

EVALUATION CHARACTERISTICS

CIRCLE ONE:

1 2 3 4 5	Sincerity	1 2 3 4 5	Cooperativeness
1 2 3 4 5	Ambition	1 2 3 4 5	School Spirit
1 2 3 4 5	Clearness of Explanation	1 2 3 4 5	Easy to talk to
1 2 3 4 5	Courtesy	1 2 3 4 5	Interested in teaching
1 2 3 4 5	Patience	1 2 3 4 5	Has an interesting class
1 2 3 4 5	Sense of Humor	1 2 3 4 5	Encouraging to students
1 2 3 4 5	Knowledge of subject material	1 2 3 4 5	Helpfulness to students
1 2 3 4 5	Promptness	1 2 3 4 5	Neatness of classroom
1 2 3 4 5	Inspiration ability	1 2 3 4 5	Personal grooming
1 2 3 4 5	Friendliness	1 2 3 4 5	Reasonableness when making corrections

Evaluation Characteristics Continued

1 2 3 4 5 Practicality	1 2 3 4 5 Gives time for extra help
1 2 3 4 5 English usage	1 2 3 4 5 Understanding
1 2 3 4 5 Holds respect of students	1 2 3 4 5 Self Control
1 2 3 4 5 Fairness	1 2 3 4 5 Sees both sides of a question

CHAPTER V

EVALUATING THE EXTENT TO WHICH TEACHER EDUCATION COURSES ARE PREPARING TEACHERS TO SUCCESSFULLY MEET THE OCCUPATIONAL NEEDS OF LESS-ADVANTAGED ADULTS

INTRODUCTION

The following represent the basic beliefs of the Institute participants and staff and will serve as guidelines or philosophy in responding to the adequacy of present teacher education courses and programs:

1. Effective teachers must have demonstrated sensitivity to the unique needs and wants of less-advantaged adults. These needs and wants extend into the personal, family, community, social and economic problems of less-advantaged adults.
2. Sensitivity to the needs and wants of less-advantaged adults is most apt to enrich the teacher education program when it precedes and/or is in conjunction with other teacher education courses.
3. Realistic face-to-face exposures to less-advantaged adults should be incorporated into the early stages of pre-service teacher education programs.
4. The effective teacher of less-advantaged adults must accept and trust each individual as a fellow human being before communication can begin, and communication is an absolute prerequisite to learning.
5. The effective teacher must have a desire to continue learning while teaching. Learning cannot stop simply because a degree is acquired.
6. The effective teacher recognizes that rationality is not the only guideline for decision making, i.e., the teacher's feelings should be considered along with rational processes, in many instances, to provide workable decisions.
7. Teacher education programs for less-advantaged adults do not differ except in terms of emphasis from any other effective teacher education program.
8. Teacher education courses for the less-advantaged must have as their terminal objectives: helping the teacher of the less-advantaged to (1) attain a secure and mature personality; (2) develop a people-centered approach to teaching; and (3) develop a level of subject matter and "people" competence to earn the confidence of less-advantaged adults.

Definition of Teacher

The aforementioned guidelines or philosophy indicate that an effective teacher of less-advantaged adults may be defined as one who can

create an environment for learning which enhances the well-being of the student and can be evaluated on a performance basis.

Are Teacher Education Curricula Related to the World of the Less-Advantaged

One way to evaluate the extent to which teacher education courses are preparing teachers to successfully meet the occupational training and related needs of less-advantaged adults is to first state the goals of a program which will meet these needs. These are:

Pre-service Teacher Education to Provide:

1. a knowledge and awareness of the helping agencies that exist, their philosophies, techniques, programs, processes, and their success or lack of it,
2. an understanding of how the less-advantaged get jobs and the effects on them of their failure to get jobs,
3. a realistic opportunity to apply and validate the concepts acquired in face-to-face experiences,
4. situations in which the teacher will be able to learn something about himself when confronted with the problems of the less-advantaged,
5. knowledge of the processes used to interview and place people into jobs,
6. communication with industry in order to identify the needs of industry, the kinds of jobs available for those with limited skills, the training, education, and personality traits needed by those employed in such jobs,
7. teacher's understanding in the area of curriculum development, program planning and resource management as related to less-advantaged adults, and
8. teacher utilization of different methods and media of teaching appropriate for less-advantaged adults of varying backgrounds and abilities.

In-service Teacher Education to Provide:

1. to be able to determine the difference between actual and professional behavior of members of American society as related to the less-advantaged and consequent problems,
2. to identify and understand the main social structures and their agents into which members of American society organize themselves, the nature of the connections between such structures, and the consequences of such structures,
3. to determine the persistent and recurrent problems or failures of American society, and
4. to identify models or patterns of deviance and conformity observed among members of American society, particularly relating to less-advantaged adults.

In conclusion, it seems apparent from an examination of the aforementioned objectives and beliefs that teacher education programs for both pre- and in-service teacher training are not adequate at this time to meet the needs.

However, the college and university environment can relate to the world of the less-advantaged. First, it is necessary to recognize that teacher education programs in our colleges and universities are at a critical point in their history. According to Teachers for the Real World there is not enough knowledge and experience to reform it, to plan a basic program of teacher education for an open society in a time of upheaval.[1] But if this knowledge and experience are dissipated in prolonged discussions of issues, doctrines, and tenets leading only to more dialogue, instead of a fundamental program of education for the nation's teachers, teacher education is likely to fragment and its pieces drift in all directions. . . The task is to first formulate a basic program, building it step by step on what meager knowledge we have; then to strengthen it as further experience indicates defects and makes corrections possible.

Teacher education programs in colleges and universities can and must relate to the world of the less-advantaged. The resources need only be directed to the target population by persons who genuinely want to serve people. Instead, the recognition of the less-advantaged adult as a person is a triggering mechanism to the reallocation of these resources.

A realistic exposure to the world of the less-advantaged is fundamental to the teacher education program of which we speak. This direct exposure should appear early in the pre-service program and be accompanied by supportive services so that the trainee is given maximum opportunity to "work through" his stereotypes and related "hang-ups" related to this target population. In this way the program design affords the opportunity for the "traditional teacher education courses" to be enriched. This experience might be termed "enlightened practice teaching," "internship," or whatever, but it must stress a people-to-people approach.

Teacher Education Organization

The organization of vocational teacher education for less-advantaged adults should consider the following:

1. a metropolitan center for teacher education which encompasses a module of teacher education resources (staff, media, equipment, for example) and a working relationship with the learning center serving the target population,
2. the pooling of all vocational, technical, occupational, and/or practical arts education resources into a "spiritual," if not physical hole in order to bring the best thinking and energy to problems relating to the less-advantaged adult,

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[1] B. Othanel Smith with Saul B. Cohen and Arthur Pearl, Teachers for the Real World, Task Force, NDEA Nat'l Institute for Advanced Study in Teaching Disadvantaged Youth, (Washington, D.C.: The American Association of Colleges for Teacher Education), 1969.

3. there should be an over-all coordinator or director of teacher education services,
4. provisions should be made for research, demonstration, monitoring, and evaluation of vocational teacher education programs, and
5. organizational structures can be centralized or decentralized for teacher education services, but whichever is chosen, there must be a full understanding, appreciation, and commitment to this structure by the persons involved including top administration.

Teacher Education Programs

The teacher education program for less-advantaged adults should recognize the shortage of trained personnel who have the desire and capability to meet the needs and wants of the target population. This recognition should be manifested in the concept of differential staffing, i.e., the target population can best be served by performing a task analysis of teacher functions, and, in turn, creating a series of positions to best perform these functions. Furthermore, the differential staffing pattern should be connected in such a way as to form career ladders for less-advantaged adults who might desire to embark upon a career of teaching. These "career ladder" programs should be implemented in metropolitan learning centers and have a direct relationship to the on-campus teacher education program. An exemplary career ladder program might recognize the following steps:

1. community worker,
2. associate teacher,
3. educational media specialist,
4. teacher, and
5. master teacher.

Alternative Number I

Teacher educators have several alternatives for implementing teacher education programs within the existing structure:

1. utilization of existing special courses and descriptions by emphasizing new content relating to less-advantaged adults,
2. offering special seminars, either on a short-term basis or long-term basis, specifically dealing with less-advantaged adults. This offering may be either on pre- or in-service basis. Outside resource personnel should be used where appropriate, and,
3. initiation of developmental approach for teacher exposure to real less-advantaged situations, i.e., increasing complexity and responsibilities.

STRATEGY CONSIDERATIONS:

a. Individual Emphasis
b. In-service Emphasis
c. Metropolitan Center
d. Flexibility
e. Institutional Change
f. Differentiated Staffing

PRODUCT GOALS:

a. Manages Resources
b. Responds Positively to a wide range ability levels, sub-cultures, organizational structures, and motivational levels.
c. Teaches effectively in prescribed areas

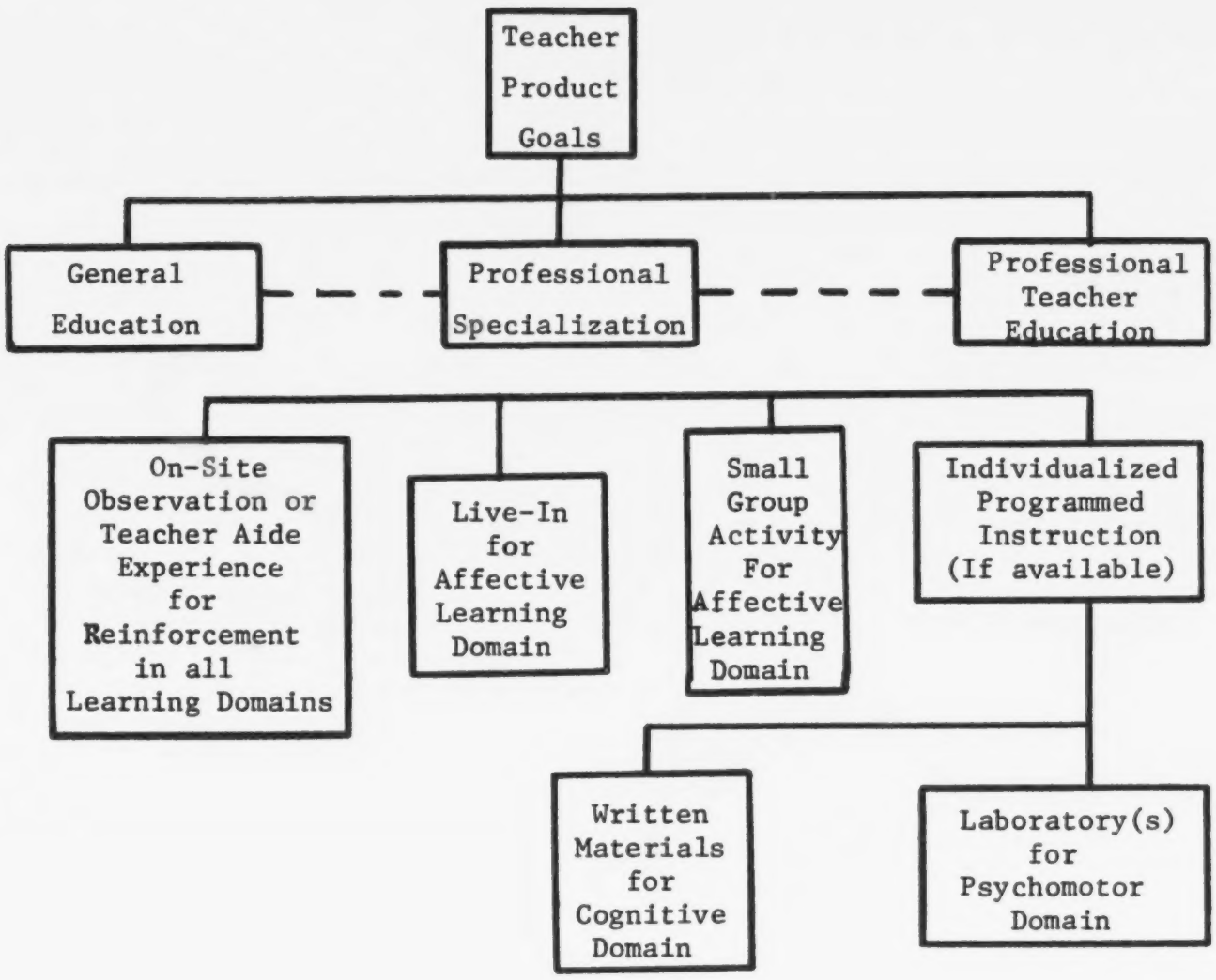

Teacher Product Goals
General Education
Professional Specialization
Professional Teacher Education
On-Site Observation or Teacher Aide Experience for Reinforcement in all Learning Domains
Live-In for Affective Learning Domain
Small Group Activity For Affective Learning Domain
Individualized Programmed Instruction (If available)
Written Materials for Cognitive Domain
Laboratory(s) for Psychomotor Domain

Figure 1. Concept of a Teacher Education Program

Alternative Number II

Figure (1) depicts the instructional program which can be utilized in both the on-campus and metropolitan learning center teacher education programs. This program should recognize the "open-entry/open-exit" concept. The program is divided into four facets, which are: (1) on-site observation or teacher aide experience; (2) a live-in experience; (3) small group activity; and (4) individualized instruction. The on-site observation or teacher aide experience and the live-in should precede the major portion of the teacher education instructional program. The small group activity should emphasize inter-disciplinary and group dynamic processes where appropriate. Individualized instruction should be utilized for the major portion of the instruction in the cognitive and psychomotor domain. However, traditional methods emphasizing inter-disciplinary approaches can be utilized where necessary.

Staffing Teacher Education Programs

Staffing patterns for teacher education, particularly concerning the less-advantaged adult, should be carefully reviewed. A teacher trainer who expects to train those who will eventually relate to the less-advantaged adults must undergo in-service training in order to remain sensitive. There should be a transfusion or cross-fertilization between city center and the home campus staffs in order to exchange ideas.

Facilities for Teacher Education Programs

The facilities for a teacher education program for less-advantaged adults should include a learning center in a metropolitan area. This facility could very well be a module added to a school in a geographical area which serves the target population. For example, it could be a module added to a skill center, junior college, or area vocational-technical school.

Financing Teacher Education Programs

All teacher education programs should be viewed as a whole in order to gain the political force necessary to operate effective programs. However, particular emphasis should be put on coordination of teacher education programs for the less-advantaged adult because the human resources available for operating such programs are in short enough supply as to warrant a single center for teacher training in this area.

CHAPTER VI

DEVELOPING APPROACHES TO MODIFY TEACHER EDUCATION PROGRAMS TO BETTER PREPARE TEACHERS OF LESS-ADVANTAGED ADULTS

INTRODUCTION

The Problem

As educators become more aware of today's problems a re-evaluation of teacher education curricula will occur. This chapter is concerned with some of the problems which might be experienced when adjusting teacher education programs to better prepare teachers of less-advantaged adults.

Need

The teacher educator needs a new perspective relative to how to prepare teachers to instruct less-advantaged adults. These teachers must be able to provide a balanced experience of skill development, basic education and occupational orientation. Concern with the whole individual is the key.

Delimitations

This chapter has the following delimitations.

1. It is concerned with teacher education.
2. It is concerned with teaching the less-advantaged adult.
3. It is further delimited to (a) describing obstacles impeding change at the university or (b) a method of sensitizing administrators, (c) certification requirements for teachers of less-advantaged adults, (d) curriculum changes and (e) the use of para-professionals from less-advantaged environments.

Analysis of Ways to Change Teacher Education

Introduction

This part of the chapter is concerned with a brief analysis of problems facing those who might desire to change teacher education in a manner that would produce better teachers for less-advantaged adults. Special areas of concern examined here are (a) internal and external towers of resistance to change in institutions of higher education,

(b) sensitizing the staff of teacher education programs, (c) certification of teachers for adults, (d) curriculum changes, and (e) the use of a para-professional from a less-advantaged environment in teacher education programs.

Internal and External Towers of Resistance to Change

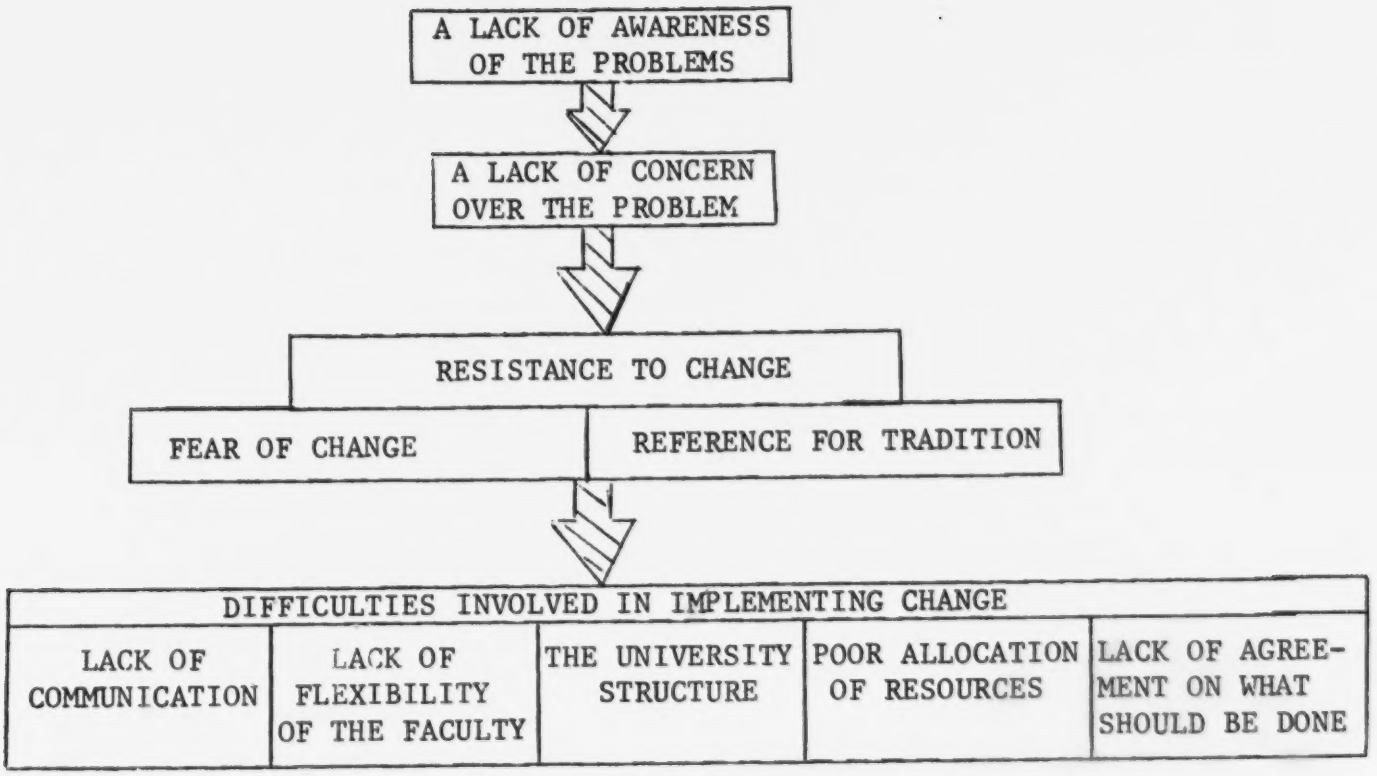
Various forces restrict change in teacher education programs. Since every setting is different, no given solution to these problems would be universally meaningful. The purpose of this section will, therefore, be to outline some of the restrictive forces which might be encountered with the hope that people on the local scene will be aware of possible roadblocks to change and hence be better prepared to cope with their situation.

Internal Towers of Resistance

A. Before an institution can change to meet a problem, it must be aware of the problem and how it relates to their goals.
B. When the institution recognizes the problems, there must be concern over finding a solution to the problem.
C. Often staff at an institution will resist change because they fear its consequences.
D. Many staff members will resist change because they feel a reverence for time honored traditions.
E. Often there is a lack of communication which prevents change through a disorientation of those responsible.
F. Often the present faculty does not have the qualifications or attitudes to implement change.
G. The administrative structure of the university will often be designed to discourage change.
H. The allocation of resources will impede change because change means a readjustment of priorities.
I. The faculty and administration often do not agree on what constitutes a solution to specific problems which may result in 'no action'.
J. There are often no rewards for initiators of change.

External Towers of Resistance

A. The complacency of the general public discourages change. It often results in a "don't rock the boat" attitude.
B. Legislation restricts change insofar as it:
   1. reflects the desires of pressure groups who seek their own interests at the expense of the general public, and
   2. restricts the supply and limits the use of money.
C. Jealousy between competing institutions is restrictive since different institutions may claim certain disciplines or activities as their private domain.


A LACK OF AWARENESS OF THE PROBLEMS
A LACK OF CONCERN OVER THE PROBLEM
RESISTANCE TO CHANGE
FEAR OF CHANGE
REFERENCE FOR TRADITION
DIFFICULTIES INVOLVED IN IMPLEMENTING CHANGE
LACK OF COMMUNICATION
LACK OF FLEXIBILITY OF THE FACULTY
THE UNIVERSITY STRUCTURE
POOR ALLOCATION OF RESOURCES
LACK OF AGREEMENT ON WHAT SHOULD BE DONE

A HIERARCHY OF INTERNAL TOWERS

RESTRICTING CHANGE IN THE UNIVERSITY

Sensitizing Staffs of Teacher Education Programs to the Need for Change Relative to Preparing Teachers of the Less-Advantaged

To initiate change in a teacher education program usually requires either the active or passive approval of the administrators involved. It is necessary, therefore, to investigate methods of sensitizing administrators to the special requirements of teachers of the less-advantaged. It is recognized that there are distinct differences between administrations and institutions and that no set method will be feasible for all situations, however, it is felt that the ideas presented here could be used in a wide range of environments. An assumption that permeates the following discussion is "The administrator(s) involved will be willing to listen to the presentation of new ideas."

Two areas of special concern are (1) sensitizing the administrators to the needs of the less-advantaged and (2) sensitizing the administrators to the inadequacy of the present methods of training teachers of the less-advantaged. It should be noted that these two areas, while closely related, are not identical and that sentizing in both areas is a prerequisite to the best possible situation.

It is felt that contact with the less-advantaged is absolutely necessary to meaningful experiences provided for administrators. A work shop conference, or institute would be one way to provide this contact.

Possible methods for implementing confrontation between the less-advantaged and administrators might be:

a. Direct contact through visits and live-ins to less-advantaged neighborhoods,
b. A panel of residents of the local less-advantaged neighborhoods (Note! Articulate panel members should be selected).
c. A panel of former residents of less-advantaged environments who have 'made it'.
d. A panel of employers of the less-advantaged.
e. A presentation of views of campus militants.

In each of the above situations, emphasis should be placed on the relevance of education to the needs of the less-advantaged and the administrators should be given every change to interact on a person to person basis with panel members. Flexability should be established to allow both areas of concern to be explored without restriction. Panel members must be given every encouragement to be frank. This implies that the atmosphere should not be intimidating. The preferred environment is an informal setting.

Any initiation of change in the teacher training program demands the involvement of all concerned individuals and groups. Possible initiators might be:

a. any administrator,
b. the State Director of Vocational and Technical Education,
c. any faculty member or faculty committee,
d. any student or student group,
e. any other concerned individual or group.

Those involved in the design and implementation of such programs could include the regional AMIDS staff, faculty committees, the university administrators, the state departments of public instruction personnel, local school district personnel or other concerned parties.

This sensitizing process is essential to bringing about needed changes. It is the take-off or involvement point and requires detailed planning, organization, and application.

Changing Requirements for Teacher Certification

Presently, certification requirements for occupational teachers of adults are often poorly defined or non-existent. There is a definite need for these teachers to be instructed in methods of teaching adults and certification would help to insure better teachers by requiring such experiences. A second reason for recommending special certification requirements is once the requirements are established, there would be a clear need for teacher education institutions to change.

Courses should be offered as in-service training programs and eventually be required of all teachers of adults. To make this a mandatory requirement immediately for all teachers of adults could disrupt

present adult education efforts in some areas where the supply of teachers is limited. At the present, therefore, the certification agencies should encourage local areas to provide in-service training with incentives for upgrading. A long range goal would be the certification of all teachers of adults.

Persons who are recruiting from the work force to teach an occupational subject and who do not hold a degree from a teaching training institution should be offered an alternative program for certification. This alternative program could consist of 60+ credit hours and should be open ended relative to a four year program. The alternative program would be completed with the awarding of an occupational training certificate which would be renewable in the same manner as a standard certificate.

When a prospective teacher makes application, he would be given an examination which would establish his trade skill competence. If he achieves a predetermined proficiency level on his examination, he could be employed with a provisional certificate.

Passing the exam would constitute 30 credit hours toward the 60+ credit hours required for the occupational teaching certificate. The basic courses required in professional development would constitute another 12 credit hours. The two courses recommended for teachers of adults (see "Change in the Teacher Education Curriculum") should be required for another 6 credit hours. Eight credit hours would be in general education which would be prescribed by the training institution and any remaining credit hours required could be elective.

The holder of an occupational teacher certificate could be employed on a salary scale below the holder of a standard teacher certificate. The application of the full 60+ credit hours toward a four year degree should encourage further education on the part of the teacher.

Change in the Teacher Education Curriculum

Given that teacher education is not now adequately preparing teachers of the less-advantaged, alternatives to the present curriculum need to be examined. The purpose of the following suggestions is not to provide a hard and fast guideline to which all teacher education programs should conform, but to provide a starting point from which the teacher educator might expand and/or develop concepts and courses of action to meet his own institution's needs.

Any meaningful change in teacher education designed to better prepare teachers for the less-advantaged must include a re-evaluation of the entire curriculum. The mere addition of courses is not the entire answer. All to often, only the middle class culture is reflected in the history, humanities, social studies, etc., presented to teacher trainees. If the student is to understand the American culture in any depth, he needs to be exposed to the achievements and contributions of the various sub-cultures.

Two special courses which might be implemented to strengthen the curriculum in terms of preparing the trainee to teach the less-advantaged:

1. A course introducing the special problems of the less-advantaged which should include:
   a. current statistics relative to the less-advantaged,
   b. an in-depth examination of less-advantaged cultures with special emphasis on local less-advantaged groups,
   c. direct contact with the less-advantaged to include,
      i. attending churches in less-advantaged neighborhoods,
      ii. attending community social functions in less-advantaged neighborhoods,
      iii. a 'live-in' with a less-advantaged family,
      iv. observing a school serving less-advantaged people, and
      v. shopping with a less-advantaged family.
2. A course emphasizing methods of teaching the less-advantaged containing:
   a. how to work with para-professionals,
   b. how to provide occupational guidance,
   c. how to teach the less-advantaged,
   d. how to teach the adult,
   e. how to teach personal presentation (grooming, etc.) and
   f. how to teach good work habits.

These two courses could be used in an 'in-service' capacity to train teachers of less-advantaged adults. Since many occupational teachers of adults are 'moon-lighting' craftsmen, the university or teacher college could improve the adult instruction offered by providing extension opportunities.

In conclusion, emphasis should be placed on creating a 'we' environment in the classroom and in the field. Every effort should be made to keep the teacher trainee from relating to the less-advantaged in a 'we-they' manner.

The Para-Professional

The para-professional, when properly used in the university, is a tool for change. In this report a para-professional is defined as a person from a 'less-advantaged culture' who is working at a teacher training institution in conjunction with teacher educators to prepare teachers to instruct 'less-advantaged' students. His function is to interpret and illustrate attitudes, life styles, attitudes, etc., from the 'less-advantaged' viewpoint.

Characteristics of the para-professional are:

1. Someone from the cultures who are to be served,
2. Someone who is respected in his community,
3. Someone who feels a responsibility to his community in particular and sees the improvement of teachers as a means of serving his community,

4. Education level should not be a criteria for selection,
5. At any given institution, there should be a balance of males and females in the para-professional group,
6. At any given institution, there should be a balance of ages in the para-professional group,
7. There should be limitations on the time any para-professional can serve with the implication that some form of upgrading should be provided relative to the future of the individual serving in this capacity.

The para-professional's major tasks include:

1. Counsel teacher trainees on a one to one basis,
2. Translate experiences that the teacher trainee receives in interaction with the 'less-advantaged',
3. Act as a resource person in the classroom situation,
4. Act as a resource person outside the classroom,
5. Act as a liaison person between the community and trainees and the community and the institution,
6. Act as part of a visitation team composed of students, para-professionals and faculty.

The para-professional's responsibilities are to:

1. Become familiarized with the goals of teacher education at the institution with which they are involved,
2. Become familiarized with the structure of a teacher education program at the institution with which they are involved,
3. Become familiarized with the role they are to play in the training of teachers.

Summary and Recommendations

Summary

A major problem in the education of less-advantaged adults is the lack of awareness of their special problems on the part of some teacher educators. The challenge to universities and teacher colleges is to make the changes necessary to produce a teacher who can effectively instruct the less-advantaged adult.

Alterations in the teacher education program will often meet the substantial opposition from many sources. The opposition will come from both internal and external pressure groups. Even when the need for change is obvious, many obstacles must be negotiated. Examples of obstacles which may be incountered include:

1. a lack of awareness of the problem,
2. a lack of concern,
3. resistance to change on the part of the institution's staff,
4. difficulties involved in implementation,

5. legal restrictions, and
6. complacency of the public.

Sensitizing administrators to the need for change in teacher education programs is imparative. Since program changes usually require either their active or passive approval some method must be devised to help them see the special problems of the less-advantaged. Confrontation between the less-advantaged and administrators is a very effective means of sensitizing.

Since teaching less-advantaged adults is different from teaching other groups, it is reasonable to claim that certification of teachers of less-advantaged adults should be different than certification of other teachers. Through the guidance of institutions and agencies involved, suitable certification requirements should be established.

Due to a lack of curricula which produce satisfactory teachers of less-advantaged adults, major changes are needed in most institutions. This change should permeate the entire curriculum. History, humanities, social studies, etc., should reflect more than just the middle class culture. An introduction course and a methods course related to the needs of the less-advantaged adult should be incorporated in the professional preparation.

The incorporation of the services of a para-professional from a less-advantaged background in teacher preparation will provide illustrations and interpretations of attitudes, life styles, etc., from a less-advantaged viewpoint.

Only through an awareness of the needs of the less-advantaged adult and curriculum changes which reflect these needs will improvement of instruction for the less-advantaged adult become a reality.

Recommendations

1. People who are attempting to bring about change in teacher education should be familiar with factors that impede such change.
2. Teacher educators should be sensitized to the needs of less-advantaged adults through direct contact experiences.
3. An attempt should be made to utilize resource people such as AMIDS and leadership groups within the various cultures to involve the teacher education staff in the problems of the less-advantaged adult.
4. An attempt should be made to move toward certification of teachers of adults.
5. There should be special criteria for certification of occupational teachers.
6. The entire teacher education curriculum should be broadened to include the contributions of all sub-cultures.
7. A minimum of two courses concerned with teaching less-advantaged adults should be added to the teacher preparation curriculum.

8. Direct contact with the less-advantaged should be incorporated into teacher preparation experience.
9. Effort should be made to use a 'we' approach instead of an us and them approach to teacher preparation of instructors of the less-advantaged.
10. In-service training for teachers of less-advantaged adults should be established.
11. Para-professionals from less-advantaged environments should be used in the teacher training program to illustrate and interpret various experiences from other than middle class viewpoints.

CHAPTER VII

EVALUATION OF THE INSTITUTE

INTRODUCTION

Three separate efforts were used to evaluate the institute, two which were designed to allow participants to evaluate institute activities and one which examined subsequent participant activities influenced by institute experiences.

The instruments used to allow participants to evaluate the institute were (1) a questionnaire designed to Colorado State University and reacted to by participants other than community workers, (2) a special set of questions reacted to by Community Workers, and (3) a follow-up questionnaire administered approximately four months after the institute which was reacted to by participants other than community workers. The follow-up instrument was designed by the institute staff. Results of these three evaluations are presented below. Only the follow-up instrument was analyzed behind the instrument breakdown itself. The others were self-evident.

The Colorado State University Instrument

The results of the Colorado State University questionnaire are shown in Table I. The data indicates a clearly successful institute. The reader should read each item and observe the responses to that item. Since the results are overwhelmingly on the positive side, no further analysis is presented.

TABLE I

PARTICIPANTS EVALUATION OF THE INSTITUTE

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The objectives of this institute were clear to me.	3	19	4	7	3
2. The objectives of this institute were not realistic.	12	3	5	24	2
3. The participants accepted the purposes of this institute.	4	22	6	4	0
4. The objectives of this institute were not the same as my objectives.	2	6	7	18	3
5. I have not learned anything new.	0	1	0	19	16
6. The material presented seemed valuable to me.	13	21	1	1	1
7. I could have learned as much by reading a book.	0	2	1	19	14
8. Possible solutions to my problems were not considered.	0	4	2	21	8
9. The information presented was too elementary.	0	3	3	20	10
10. The speakers really knew their subject.	1	18	12	3	2
11. I was stimulated to think about the topics presented.	11	20	3	2	0
12. We worked together well as a group.	12	19	5	0	0
13. The group discussions were excellent.	16	13	4	3	0
14. There was little time for information conversation.	0	3	0	26	7
15. I had no opportunity to express my ideas.	1	2	0	19	14
16. I really felt a part of this group.	11	23	1	1	0

TABLE I (CONTINUED)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
17. My time was well spent.	12	19	3	2	0
18. The institute met my expectations.	5	19	10	17	1
19. Too much time was devoted to trivial matters.	1	6	7	17	1
20. The information presented was too advanced.	0	0	1	25	7
21. The content was not readily applicable to the important problems in this area.	1	2	2	21	10
22. Theory was not related to practice.	0	5	4	22	4
23. The printed materials that were provided were very helpful.	9	20	4	2	0
24. The schedule should have been more flexible.	1	1	10	20	3
25. As a result of your participation in this institute do you plan to modify either your present or future work?	YES 31			NO 4	

Reaction of Community Workers to the Institute

1. Question: How do you feel about the first week of the Institute?

* * *

The meeting took a lot out of me, but I also got a great deal out of the meeting. I felt closer to people than I have in my entire life. I felt a warmth that I had never felt before. It just goes to show that people of different kinds can get together and express their ideas and opinions, argue the point, cry, get angry, and when it is all said and done; can all get together, shake hands, smile and still have a good word for each other.

* * *

I felt that last week was one of the most enlightening experiences of my life. I met a lot of wonderful people, a lot of not-so-nice people and some people who still have me puzzled. I learned a lot of new and interesting things about Federal programs that I didn't know anything about. My small Group was interesting. I felt that I got through to some of the Group but to others I am not sure.

* * *

For the most part, I feel that it was a worthwhile venture. If the teachers themselves had the live-in experience, it probably would have a greater impact.

* * *

I think it was good experience. Although all of the people didn't live in, I think we had a chance to take a good look at ourselves. I feel that most of the people at the meeting were there because they are working with people; therefore, they are interested in them and came here to find a way to become better prepared to help the unadvantaged.

* * *

Talk is easy and work is hard.

* * *

I think it was the most wonderful thing that has ever happened in terms of progress for the disadvantaged. It provided me a way to help the disadvantaged.

* * *

I felt that they learned something from the community workers. I enjoyed every moment of it.

* * *

Monday was a hard day but I think we learned something from them--there was fear on both sides.

* * *

Well - I felt that the time was well spent. It felt good to rub shoulders and exchange opinions with educated people. My feelings about the participants is that half were too conservative or hide bound to think in new directions. One phrase recurred constantly, i.e., "That's a fine idea but we could never get it by superiors, administration, AMA, PTA, OWO, NBC, CBS, etc." I became a little impatient with their inability to dream or at least to think creatively. I'm sure they have these awful road blocks and they always will if they keep giving in.

I saw others, with open minds, begin to plan - especially to plan for community workers in their own programs.

* * *

I felt that it was probably a waste of time and money, unless people left with different attitude than they had after the first week when I left.

* * *

I felt that last week was a very wonderful experience for me and my family. I enjoyed the work I was involved in; I enjoyed the people with whom I was working. I met a lot of people and heard a lot of things and I feel I can go over board and say that I felt a lot of feeling from different people. I just wish we could spend that week over again. I totally enjoyed it.

* * *

The effect on me, as a community worker, was that, for the second time in my life, I felt I was needed.

* * *

2. Question: What effect did the Institute have on you?

* * *

I feel there was a lot of understanding brought out of me which had not been awakened. I thoroughly enjoyed myself and would rather not have been reimbursed by the live-in.

* * *

I feel, on a whole, I did accomplish some things. I learned some of the true feelings of people in Professional fields. I do think, on a whole, they will try to make a change.

* * *

All educators are not as stiff as I thought and most of them are willing to work toward helping the unadvantaged. There are some that will not change their way of teaching. They have taught their way for so long that they are confident that it is the way, the only way.

* * *

I felt that it was quite an experience. I met a lot of interesting people and discovered new personalities and attitudes. I learned a lot that would be helpful to me as well as my community.

* * *

There is good in everyone. You have to trust people as well as expect them to trust you.

* * *

I had many different feelings: sometimes frustration, sometimes joy, sometimes pain, and sometimes confusion. I feel the final effect was good.

* * *

I think that last week had a deep effect on me as an individual. I thought I was really involved with people before the Convention but now I see there is a lot more I can do and there is a lot more that must be done. I feel that the meeting was a success in many respects. Many things that were said were true and many things were misunderstood, but overall, I think it was tremendous.

* * *

3. Question: What affect did the Institute have on the community?

* * *

Those in the community felt that this sort of program was long overdue and was "Great."

* * *

My community has not questioned the live-in at our home. They were all asked to participate in the live-in and were told what it was. Many did not choose to participate but have not questioned my participation. There has been no feedback so far.

* * *

The community could not believe that college professors could come into this neighborhood but they liked it.

* * *

The only effect on my community is a possible change in the communications problem between Educators and low-income people.

* * *

People were amazed that we were keeping another race in our homes and thought a real good relationship was being formed.

* * *

Most people in my community were not aware of professional people living in their neighborhood.

* * *

None

* * *

Most of the people viewed it positively.

* * *

I feel that the families who had live-ins will never forget their experience. They will tell others about their experiences. I feel that if the families and professionals were honest with each other, some real lines of communications were established.

* * *

It had a great amount of effect on the community. I also think it will help the community.

* * *

4. Question: What effect did the Institute have on your family?

* * *

The men that lived with my family made themselves at home. One was very outspoken and the other was conservative. They both were Teachers. We talked about many things; world problems, integration, families, minority groups and, most of all, education. One was of Mormon Faith, so we also talked about religion. I feel very sad because I have met someone very dear to me and maybe I'll never see them again. I hope they felt the same about my family. This is very important to me. Why? Because I love people.

* * *

I think the professionals I placed found out a great deal bout black people. I think they found out that all people are the same.

* * *

Very enjoyable.

* * *

The children, after the first night, believed that he was a pretty nice guy. However, there were comments about his language. As a rule, we use profanity only on special occasions. I felt that the live-in was very good experience for the participants; I feel they enjoyed the live-in. They got a chance to see how black people live as well as think. The AMIDS Staff was very cooperative and understanding. I'd also like to add that some of the participants attitudes were changed to a great extent.

* * *

The families were pleased with the live-ins; they both said it was very interesting.

* * *

My family liked the live-in -- we had a ball. He was accepted like a member of the family. The visitor came back this week and made himself at home. We talk about everything.

* * *

I had just two men to place although I had prepared for four. Both were placed in homes with outstanding and unique vocational problems. In one home, the head of the house weighs 500 lbs. and is well on the way to alcoholism. In the other the man of the house is on probation for a narcotic offense.

I was especially impressed with the rapidity which the guests established a rapport with their families. In the case of the fellow on probation, his guest has written up his impression and sent it to the probation officer.

Insofar as the larger community is concerned, I doubt that it made a ripple.

* * *

I did not keep anyone - too bad for me. As a family member, I felt I had another responsibility.

* * *

My family has enjoyed our guest, who is still with us. Our little ones felt a little jealous at times due to the fact they thought the guest was getting more attention than they were. I think this would have been expressed in any case, whether the guest had been black or white.

* * *

I think my professionals were more sincere at the last than at first. They did understand our families better.

* * *

5. Question: What would you change in the Institute?

* * *

I would keep this sort of program. The change would be in reverse. We should be able to live in some of their homes. This could answer some of our questions.

* * *

The live-in should be a requirement for anyone who attempts to design programs for the poor.

* * *

I received a lot of information that will help me in my community work. I talked with Friday's speaker concerning the obtaining of a house for a center in the Creston Hills area and was given a lot of information I plan to use in doing just this. I was encouraged to go back to school because these persons thought I had a lot to offer. The communication media was recommended because of my voice. Some thought I had a vocabulary that would be especially helpful.

* * *

I would have changed some of the Speakers. I didn't feel what they had to offer to the conference was up to date or in some cases, had any truth in it.

* * *

In the group that I was with, they would have done nothing but gripe about the status quo if we had not heckled them into thinking another way.

* * *

I would have changed the schedule so we could have spent more time in the groups instead of running back and forth. I feel like I learned more in the last week than I have in years.

* * *

I don't know of any change

* * *

I would bring the people back next year to see if they had changed.

* * *

Omit Group Sensitivity.

* * *

Keep the "Tell it like it is" slogan.

* * *

First, I would have more group interaction. Second, I would get more down to earth speakers.

* * *

6. Question: What affect did the Institute have on the staff?

* * *

We will be able to face the people in our community with a broader point of view. We know how some educated people feel and we know that some can be reached.

* * *

I did not understand "teachers." I learned, from the discussion in the small and large groups, some of the problems that Educators have.

* * *

The community workers, I felt, for the first time were united as a total group. We showed a solid front. We worked, cooperated and shared the load together. Some even cried together.

* * *

The AMIDS Staff were very gracious hosts. I felt they did everything in their power to make the conference run smoothly. I hope that we can still work in close contact with AMIDS because I feel we can be valuable to each other. I had reservations about one member of the AMIDS Staff; he was in my Group. I still haven't figured him out.

* * *

I would change the idea of and the word disadvantaged. You can be educated and also be disadvantaged or whatever. The main thing is everyone should understand obstacles we face.

* * *

Most of the staff seemed concerned about the conference and worked hard to make it a success. Most programs geared to help low-income persons have a tendency to be concerned about numbers of poor people served and not about the quality of the training. The participants seemed to be concerned about the total person.

* * *

I think the AMIDS Staff, if they should have another convention, should make a few changes, such as providing transportation or paying mileage.

* * *

The staff was wonderful to work with. They had time to listen and hear what you had to say. They are using some of our ideas.

* * *

They were very honest. Whether things were or weren't as they expected, they told it like it was. It's always good to know how a person feels because sometimes there are adjustments that you can make.

* * *

We work together beautifully.

* * *

I feel that the staff considers the para-professional a definite link between the institution and the disadvantaged.

The AMIDS participants acceptance of the live-in and their acceptance of the community worker assures me that they are interested in upgrading teacher training. They are ready to step out of their ivory towers. The first name concept was terrific.

* * *

I learned that some professionals and non-professionals can work together if they want to. It's very hard to do this, but I think we did so.

* * *

Most were surprised and yet thoroughly enjoyed the experience. They benefited greatly from their live-in. This sort of thing should be repeated but on the reverse.

* * *

My feelings toward educators have changed because of the teacher who lived-in with my family. She was a wonderful person who was very open-min.ed about the live-in and ready to learn all she could from the conference.

* * *

The AMIDS staff will probably never be the same. Those who lived-in were apparently broadened by their experiences and will, I hope, pass their new concepts along in future institutes.

* * *

Subsequent Activities of Institute Participation

Approximately four months after the institute, an open-ended follow-up questionnaire (See Appendix C) was sent to all participants. The intention of the follow-up was to assist in identifying participant activities related to the improvement of training for the less-advantaged including changes in Teacher Education. The respondents were under no obligation to make the institute staff feel good but simply to list activities (if any) which could be attributed to an idea or process gained at the institute.

Table II attempts to show a summary of these activities of contrasting the participants occupation against his subsequent activities. These were selected activities which the institute staff believed to be typical and they are as follows:

1. ..."recruited twelve para-professionals to improve basic education training."
2. ..."began a master's degree in Guidance and Counseling."
3. ..."initiated a requirement that pre-service teachers (university) observe and participate in on-going programs for the less-advantaged."
4. ..."(are) developed teaching aids, films, film strips, transparencies, handouts and related material."
5. ..."successfully initiated an MDTA program for the "hard-core" unemployed to prepare for entry into trade school, etc. this fall. It was a tough assignment as all of the class were supposedly "rejects from society." We were able to set about our task more easily with help from the institute.
6. First I set up an advisory committee including ABE instructors, a counselor, program co-ordinator and Department of Employment personnel to meet twice weekly and sift through all the feedback from the class.

TABLE II

THE RELATIONSHIP BETWEEN PARTICIPANTS OCCUPATION AND ACTIVITIES RELATED TO AND RESULTING FROM INSTITUTE EXPERIENCES

	Professional Development									Direct Services For Disadvantaged				Improved Communications			
	Enrolled in Advanced Education Related to Improving Teaching Abilities	Change in Teacher Education Curriculum	Initiate New Type of Teacher Education Program	Workshops for Teachers, Admin., Agency Heads, and Civic Clubs.	Individual Teacher Counciling	Initiate "Open-Ended" Curriculum	Expanded Staff and/or Facilities	Initiate New Programs	Developed New Instructional Materials for Present Curriculum	Conference with Governor	Conference with Legislators	More Effective Communication with Students & Teachers	Evaluation of Program			
Teacher Educators	1	7	1	5	1		2	1	1	1		1				
Local Administrators and Supervisors				3	1	1	2	3			1	1				
State Administrators and Supervisors		1		2	2											
Teachers	1			1		2			2				1			

N = 35 returns

Note: One return could reflect multiple activities.

APPENDIX A

LIST OF PARTICIPANTS

APPENDIX A

LIST OF PARTICIPANTS

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APPENDIX B

PROGRAM OF ACTIVITIES

PROGRAM OF ACTIVITIES

TITLE:	Updating the Process and Content of Teacher Education Courses to Reach Disadvantaged Adults in Metropolitan Areas.
INSTITUTE CO-DIRECTORS:	Dr. William Stevenson, Head Division of Research, Planning and Evaluation Oklahoma State University Stillwater, Oklahoma Dr. Paul Braden, Acting Director School of Occupational and Adult Education Oklahoma State University Stillwater, Oklahoma Mr. Bob Brown, Director Area Manpower Institute for Development of Staff Oklahoma City, Oklahoma
PLACE:	Oklahoma City, Oklahoma
DATE:	March 8-20, 1970
EXAMPLE TOPICS:	"The First Way Out", "What's Wrong with Teacher Education?", "Higher Educational Programs for the Disadvantaged", Realistic experiences in the inner city.
CONSULTANTS: (See page vi)	Oklahoma City AMIDS personnel. Detroit AMIDS personnel Los Angeles AMIDS personnel Professionals from throughout the United States
OUTCOMES:	Orientation experiences to sensitize the participants to the world of disadvantaged; and understanding of the characteristics of the population to be taught; understandings of the sociological, psychological, education, anthropological, and literary concepts dealing with the disadvantaged; concepts and methods for updating of teacher education courses and programs to prepare adequately those who are to serve disadvantaged adults in metropolitan areas. The institute will direct its resources to involving the participants in the following goals: 1. Identifying the occupational and related training needs of disadvantaged adults.

2. Evaluating the extent to which teacher education courses are preparing teachers to successfully meet the occupational training needs of disadvantaged adults.

3. Developing approaches for modifying the content of teacher education courses in institutions of higher education to more adequately prepare occupational teachers of disadvantaged adults.

4. Assessing the extent to which occupational training programs successfully meet the vocational needs of disadvantaged adults.

5. Identifying the qualities which will make occupational training programs more responsive to the needs of disadvantaged adults.

PARTICIPANTS: 75--Teacher educators of adult vocational and adult basic education, teacher educators in the various vocational education fields, local directors of adult vocational and technical education, classroom teachers of adult vocational and adult basic education, and representatives of industry, business, and labor.

PROFESSIONAL STAFF:

Conference Coordinator
Ed Apple
Research Coordinating Unit
State Department of Vocational and Technical Education
Stillwater, Oklahoma

Instructional Materials Coordinator
James Harris
School of Occupational and Adult Education
Oklahoma State University
Stillwater, Oklahoma

Conference in session leadership from Area Manpower Institutes for the Development of Staff (AMIDS)

Bob Brown, Director

Bobby J. Slade, Assistant Director

Ralph Hooper, Educational Specialist

Lee Ward, Educational Specialist

Gene Tuma, Manpower Specialist

Louise Cole, Multi-Media Specialist for AMIDS with the Institute

Wally Glasscock, Coordinator

Clara Scott, Resource Materials Specialist

Eugene M. Dollar, Audio-Visual Specialist

Community activities leadership will be provided by the Community Workers,

Community Workers are employed by the Oklahoma City Public Schools for the purpose of bringing about effective communications between the school system and the patrons.

"You're part of the solution or you're part of the problem. There is no middle ground because the problem is rampant; the problem is a problem of survival, of blood, of your heart beating, of the hearts of people continuing to beat."

These are the words of a rather prominent "ghetto" personality. The Oklahoma City Public School System, during the summer Headstart Program of 1968, implemented a pilot program designed to effect at least a part of a solution that was to have far-reaching impact upon and throughout the entire system.

Community Workers tell it like it is as they assist in rendering help where help is needed. This worker is in a sense, the eyes and ears of a locality; she is a go-between; an assistant for vocational, academic, social-cultural referral; a liaison for non or erratic attendance contact; a follow-up person. The Community Worker is a sincere, steadfast, dependable co-worker functioning within the framework of an educational institution.

It has been said that in order to grow rather than to become imbedded one must dare to ask meaningful questions; that one must dare risk himself; that one must come to know himself; that that which seems to work well must be continuously evaluated and that which seems to work not must not be totally discarded; that one must listen to himself through the process of checking himself against the viewpoints, attitudes and beliefs of others. To do these things requires courage. Community Workers exercise courage daily.

Doc Hall, Coordinator

Wally Glasscock, Coordinator (AMIDS)

Artimease E. Nichols
Norma L. Traylor
Edna Jones
Ruth Michie
Fannie Mae Patton
Sarah L. Hardimon
Helen Irving
Minnie Mae Smith
Gloria Childs
Lorene James
Imogene Normand
Janice R. House
Reta Littleton
Linda L. Ford
Neoma Hayes
Viola Doss
Laurice M. Butler

CONSULTANTS

"Updating the Process and Content of Teacher Education
Courses to Reach Disadvantaged Adults in Metropolitan Areas"

March 8-20, 1970

DATE	CONSULTANT	TITLE	SUBJECT
3-9-70	Mr. Joe Walker	Director of Guidance and Testing Services, Oklahoma City Public Schools	Introduction to Oklahoma City
3-9-70	Dr. Francis Tuttle	Director, Vocational and Technical Education, Oklahoma	Introduction to Oklahoma City
3-9-70			Welcome to Oklahoma
3-10-70	Dr. George Henderson	Goldman Professor of Human Relations, Oklahoma University	The Culture of Poverty
3-10-70	Dr. Charlyce King	Director of Adult Basic Education Project, Oklahoma University	Life Styles of the Disadvantaged
3-11-70	Mr. Bob Hickey	Manager of Personnel, Placement and Relations, General Electric	Industrial Needs of the Disadvantaged
3-11-70	Mr. Clyde Hamm	Chief, Community Employment Development, Employment Security	Labor Market Needs of the Disadvantaged
3-11-70	Dr. David Stevens	Assistant Professor of Labor Economics, OSU	Supplementary Labor Market Information
3-11-70	Miss Barbara Kemp	Vocational and Technical Education, USOE	Identifying the Vocational Education and Training Needs of the Disadvantaged
3-11-70	Mr. Manuel Jimenez	Director, Los Angeles AMIDS	Basic Education (English as a Second Language)

T2 63

CONSULTANTS
March 8-20, 1970

DATE	CONSULTANT	TITLE	SUBJECT
3-12-70	Mr. Arch Alexander	Assistant Director, State Department Vocational & Technical Educ.	Vocational and Technical Professional Development
3-12-70	Dr. Robert Price	Professor and Head, Department of Agriculture Education, OSU	Need for Teacher Training
3-12-70	Dr. Bruce W. Tuckman	Associate Professor of Psychology, Rutgers University	Preparing Teachers for the Disadvantaged
3-13-70	Mr. J. Kelly Mudd	Manpower Specialist, OEO Regional Officer, Kansas City	Soliciting Meaningful Participation for the Disadvantaged
	Mr. John Laurence	Community Action Program, Kansas City	
3-16-70	Dr. Howard A. Matthews	Director, Division of Manpower Development and Training	Assessing the Effectiveness of Vocational Programs
3-17-70	Mr. Richard "Dick" Lano	Teacher Trainer, UCLA	Program Evaluations
3-18-70	Mr. Joe Tuma	Director, Detroit AMIDS	Interagency Linkages
3-18-70	Mr. Mel McCutchan	Director, CAMPS, New Mexico	Interagency Linkages
3-18-70	Mr. Larry Hansen	Director, CAMPS, Oklahoma	Interagency Linkages
	Mr. Edwin Crawford	Senior Program Officer for Evaluation USOE	Interagency Linkages
Throughout Conference	Doc Hall	Human Ecologist for the Oklahoma City Public Schools. Coordinator of the School Community Worker	Orientation to Community

INSTITUTE ON UPDATING THE PROCESS AND
CONTENT OF TEACHER EDUCATION COURSES TO REACH
DISADVANTAGED ADULTS IN METROPOLITAN AREAS

SCHEDULE OF EVENTS
First Week
SUNDAY, MARCH 8, 1970

TIME	EVENT	WHO
8:00 A.M. - 4:00 P.M.	Ramada Inn Bus Meet Participants at Airport	
2:00 P.M. - 7:30 P.M.	Registration at Ramada Inn- Large Meeting Room	
7:30 P.M. - 8:30 P.M.	Reception	
8:30 P.M.	Free Time	

SCHEDULE OF EVENTS
First Week
MONDAY, MARCH 9, 1970

TIME	EVENT	WHO
9:00 A.M.	Welcome	William Stevenson Bob Brown Dale Gutcher
9:30 A.M.	Evaluation, Step 1	Wally Glasscock Joe Trimble Doc Hall
10:30 A.M.	Break	
10:45 A.M.	Orientation to Overall Institute Goals	Paul Braden
11:30 A.M.	Clear Room for Luncheon Preparation	
12:00 Noon	Luncheon Meeting - Welcome	Francis Tuttle
1:30 P.M.	Presentation on the Purpose and Procedures for Interaction Experience	Joe Walker
2:00 P.M.	Introduction to Target Population	Doc Hall
2:30 P.M.	Check out Procedures Related to Interaction Experience	Wally Glasscock
3:00 P.M.	Small Group Interaction with Community Workers (Note Task Force and Group Assignment Designated at Registration)	
	Staff meeting fot the next day's strategy at the end of the day's meeting	
Evening	Interaction Experience with Metropolitan Residents, with several Participants in the Same Neighborhood	

SCHEDULE OF EVENTS
First Week
TUESDAY, MARCH 10, 1970

TIME	EVENT	WHO
8:30 A.M.	"The Culture of Poverty" (Slade of Charge)	George Henderson, OU
9:15 A.M.	Small Group Participation with Community Workers	George Henderson, OU Group Leaders
10:15 A.M.	Break	
10:45 A.M.	Small Group Participation with Community Workers	George Henderson, OU Group Leaders
12:00 Noon	Lunch at Motel	
1:15 P.M.	"Life Styles" (Brown in Charge)	Charlyce King, OU
2:00 P.M.	Small Group Participation	Charlyce King, OU
3:15 P.M.	Task Force Assignments in Detail	Paul Braden, OSU Bob Brown, AMIDS
4:00 P.M.	Task Force Organization (Select Leadership) Staff meeting for the next day's strategy at the end of the day's meeting	AMIDS Leadership
5:00 P.M.	Interaction experience with Metropolitan Residents	

SCHEDULE OF EVENTS
First Week
WEDNESDAY, MARCH 11, 1970

TIME	EVENT	WHO
8:00 A.M.	Task Force I "Identifying Occupational and Related Needs of the Disadvantaged Adult" Individual Papers Delivered (Slade and Dollar in charge)	Panel-Each presenting a 15 minute talk with group reaction: Bob Hickey, G.E. Clyde Hamm, OESC Barbara Kemp, OE Dave Stevens, OSU
9:45 A.M.	Break	
10:15 A.M.	Small Group Discussion	
12:00 Noon	Lunch at Motel	
1:15 P.M.	Task Force I Con'd. "IDentifying Occupational and Related Needs of the Disadvantaged Adult"	AMIDS Staff
2:30 P.M.	Break	
3:00 P.M.	Small Group Discussion Staff meeting for the next day's strategy at the end of the day's meetings	AMIDS Staff
5:00 P.M.	Interaction Experience with Metropolitan Residents	

SCHEDULE OF EVENTS
First Week
THURSDAY, MARCH 12, 1970

TIME	EVENT	WHO
8:00 A.M.	Task Force II Evaluating the Extent to Which Teacher Education Courses are Preparing Teachers to Successfully Meet the Occupational Training Needs of Disadvantaged Adults"	
	1. Background Information on Teacher Education	Paul Braden, OSU
8:30 A.M.	2. What Relevance does Teacher Education have in Terms of the Needs of Occupational Education	Arch Alexander State Dept. of Voc. & Tech. Ed.
9:00 A.M.	3. What Relevance does Teacher Education have in Terms of the Needs of the Disadvantaged	Bruce Tuckman
	4. The Need for Training Teachers to Instruct Adults	Robert Price
10:00 A.M.	Break	
10:30 A.M.	Small Group Discussion	
12:00 Noon	Lunch at Motel	
1:30 P.M.	Task Force III "Developing Approaches for Modifying the Content of Teacher Education Courses in Institutions of Higher Education to More Adequately Prepare Occupational Teachers of Disadvantaged Adults"	Bruce Tuckman
	Procedures for Implementing Change in Teacher Education Programs	Bruce Tuckman
3:00 P.M.	Break	
3:00 P.M.	Exemplary Programs for Training Instructors for the Disadvantaged	Bruce Tuckman
3:45 P.M.	Small Group Discussion	
	Staff meeting for the next day's strategy at the end of the day's meeting	
5:00 P.M.	Interaction Experience with Metropolitan Residents	

SCHEDULE OF EVENTS
First Week
FRIDAY, MARCH 13, 1970

TIME	EVENT	WHO
8:30 A.M.	Task Force III Con'd. "Developing Approaches for Modifying the Content of Teacher Education Courses in Institutions of Higher Education to More Adequately Prepare Occupational Teachers of Disadvantaged Adults"---Disadvantaged Input-Using Disadvantaged Strengths to Improve Programs	J. Kelly Mudd, OEO
	Move Back into Motel and/or Place Articles in Designated Room	
12:00 Noon	Lunch at Motel	
	Field Trip (TBA)	
4:30 P.M.	Free Time	
6:30 P.M.	Optional Party at Motel	

SCHEDULE OF EVENTS
First Week
SATURDAY, MARCH 14, 1970

TIME	EVENT	WHO
10:00 A.M.	Experience in Cultural Media	Montgomery AMIDS
12:00 Noon	Free Time	

SCHEDULE OF EVENTS
Second Week
MONDAY, MARCH 16, 1970

TIME	EVENT	WHO
8:00 A.M.	Task Force IV "Assessing the Extent to which Occupational Training Programs Successfully Meet the Vocational Needs of the Disadvantaged" (Brown or Ward in charge)	Howard Matthews, OE
	Break (TBA)	
9:15 A.M.	Large Group Discussion	
10:15 A.M.	Small Group Participation	
11:00 A.M.	Task Force IV Con'd. "Assessing the Extent to which Occupational Training Programs Successfully Meet the Vocational Needs of the Disadvantaged"	AMIDS Staff
12:00 Noon	Lunch at Motel	
1:15 P.M.	Small Group Discussions	
2:00 P.M.	Break	
2:15 P.M.	Adult Disadvantaged Trainee Panel	Ralph Hooper, AMIDS And Panel
3:00 P.M.	Small Group Discussion	
7:30 P.M.	Tentative--Party for Interaction Experience Families (to be planned)	Community Workers, Wally Glasscock, and Doc Hall

SCHEDULE OF EVENTS
Second Week
TUESDAY, MARCH 17, 1970

TIME	EVENT	WHO
8:00 A.M.	Task Force V "Identifying Qualities which will make Occupational Training Programs more Responsive to the Needs of the Disadvantaged" (Tuma and Hooper in charge)	AMIDS Staff
9:00 A.M.	Small Group Discussion	
10:00 A.M.	Break	
10:30 A.M.	Small Group Discussion	
12:00 Noon	Lunch at Motel	
1:15 P.M.	Open Entry Presentation (Brown and Jiminez in charge)	AMIDS
2:00 P.M.	Task Force V Con'd. "Identifying Qualities which will make Occupational Training Programs more Responsive to the Needs of the Disadvantaged"-- Assessments	Richard Lano
3:00 P.M.	Break	
3:30 P.M.	Small Group Discussion	

SCHEDULE OF EVENTS
Second Week
WEDNESDAY, MARCH 18, 1970

TIME	EVENT	WHO
8:00 A.M.	Task Force V Con'd. "Identifying Qualities which will make Occupational Training Programs more Responsive to the Needs of the Disadvantaged---" (Tuma in charge)	Joseph V. Tuma Melvin McCutchen Larry Hansen Arch Alexander Edwin Crawford
9:00 A.M.	Small Group Discussion	
10:00 A.M.	Break	
10:30 A.M.	Work on Final Group Reports	Paul Braden and James Harris
12:00 Noon	Lunch at Motel	
1:15 P.M.	Work on Final Group Reports	Paul Braden and James Harris
3:00 P.M.	Break	
3:30 P.M.	Work on Final Group Reports	Paul Braden and James Harris

SCHEDULE OF EVENTS
Second Week
THURSDAY, MARCH 19, 1970

TIME	EVENT	WHO
9:00 A.M.	Work on Final Group Reports	Paul Braden and James
11:00 A.M.	Evaluation, Step 2	Wally Glasscock Doc Hall
12:00 Noon	Lunch at Motel	
1:00 P.M.	Presentation and/or Distribution of Final Group Reports	Paul Braden and James Harris

SCHEDULE OF EVENTS
Second Week
FRIDAY, MARCH 20, 1970

TIME	EVENT	WHO
8:00 A.M.	Presentation of and/or Distribution of Final Group Reports	Paul Braden and James Harris
12:00 Noon	Lunch meeting at Motel	Speaker:
1:00 P.M.	Transportation to Airport	

APPENDIX C

PARTICIPANT FOLLOW-UP

OKLAHOMA STATE UNIVERSITY • STILLWATER

School of Occupational and Adult Education
Classroom Building 406
372-6211, Ext. 6286

74074

PARTICIPANT FOLLOW-UP

for the Institute Entitled

UPDATING THE PROCESS AND CONTENT OF TEACHER EDUCATION COURSES
TO REACH LESS-ADVANTAGED ADULTS IN METROPOLITAN AREAS

July 9, 1970

It has now been approximately four months since we held our institute in Oklahoma City. Please let us know what you have done, are doing, or plan to do by way of initiating new efforts for improving training for the less-advantaged (including changes in Teacher Education) that are related to your experiences at the institute. You are not under any obligation to make us feel 'good'; simply list activities (if any) which can be attributed to an idea or process gained at the institute.

We would like to hear from you even if you do not have any activity to report at this time. Please check one of the following boxes.

☐ I do not have any such activities to list at the present time.

☐ You may use my list of activities in the final report.

☐ I have enclosed a list of activities but desire that you do not use this information in detail (my name or institution, etc.) in the final report.

You may use the back of this paper for your response. Please return this letter and any additional information to Mrs. Rith Holland, Occupational and Adult Education, 406 Classroom Building, Oklahoma State University, Stillwater, Oklahoma 74074 by July 17, 1970.

Good Luck,

Paul V. Braden, Acting Director
Occupational and Adult Education

PVB:rrh
P. S. If you have additional comments on the rough draft, please feel free to make them at this time.